



ASSESSMENT and
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ALLIANCE

Mark scheme January 2003

GCE

General Studies B

Unit GSB6

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Unit 6: Space-Time

Section A

Marks for answers in this section should be awarded in these bands.

Band	Marks	
1	33 - 40	An excellent response showing full understanding of the source, and of the issues, and of the possibilities and limitations of different approaches to the subject. Information from within and beyond the source is analysed critically. Arguments are well structured and balanced; facts and opinions and implicit and explicit values, are clearly distinguished. Conclusions are valid and thoughtful. Expression is clear and logical with no errors of significance in style or grammar.
2	25 - 32	A good response showing understanding of the source and of the issues. Some attempt is made to combine information from the source and from elsewhere, in an analysis that recognises a distinction between fact and opinion. Arguments are quite well structured and balanced. Sound appreciation is shown of values held on both sides. Conclusions are mostly valid. Expression is reasonably clear and accurate, with few errors of style and grammar.
3	17 - 24	A competent, average response showing some understanding of the source, but one that is largely dependent on it. Evidence is moderately well marshalled in arguments that identify fact and opinion but that may lack structure and balance. An adequate attempt is made at an overall summary or conclusion that makes some reference to values held on both sides. Expression is reasonably clear and accurate, although there may be some carelessness in style and grammar.
4	9 - 16	A limited response showing little understanding of the source or of the distinction between fact and opinion. No other information is drawn on. Evidence is loosely marshalled in arguments that lack structure and balance. Only a limited attempt is made to summarise arguments or come to a conclusion. There is a lack of clarity, and there may be some inaccuracy in style, expression and grammar.
5	1 - 8	A response that barely addresses the issues; that shows little or no understanding of the source. If there is other information it is of doubtful relevance. There is more assertion than argument, and no attempt is made at evaluation, summary, or conclusion. Clarity and accuracy are seriously impaired by significant errors in style, expression and grammar.
6	0	No response, or no relevant points.

Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme

Examiners are reminded that all questions in the Unit are synoptic in nature and offer candidates the opportunity to demonstrate knowledge, understanding and skills acquired throughout the A-level course

1. **Read Source A and answer the following question:**

Comment on the information about ourselves that was sent into outer space in 1974, and suggest what additional or alternative information should be sent on a future mission, and why.

You might consider whether information should be sent about our:

- **history**
- **technology**
- **culture**
- **values**

(40 marks)

Comment might include these points:

- (a) an ET would have to be very intelligent to decode the binary message
- (b) the message is merely a digest of physical science information; ETI might wonder why we were transmitting such basic information
- (c) ETI would certainly be disappointed that we had not sent some cultural artifacts such as those buried in New York
- (d) had we waited till now, we could send much more information, visual and aural, in digital form, about ourselves and our planet.

Suggestions as to information that might be sent in future:

- (n) a time-line of great events in world history – perhaps confined to the 20th century
- (o) this would include references to the great advances made in science and technology: the splitting of the atom; nuclear power; the Apollo missions; the conquest of diseases; microsurgery; ICT etc.
- (p) representations of great buildings, bridges, highways and transport systems, to manifest our mastery of the environment
- (q) we should acknowledge that there have been negative consequences of these advances: resources depletion; the extinction of species and spoliation of ecosystems; the dangerous build-up of greenhouse gases
- (r) a representative selection of images of the world's art and music: pre-Renaissance, Renaissance, and modern paintings; sculpture; Arabic calligraphy; Hindu religious art; African carvings etc.
- (s) an account of the international bodies set up after 1945 to foster world peace, trade, development and human rights conventions
- (t) acknowledgement of our failures to counteract ignorance, poverty and disease; and our reliance on force, or the threat of force, to establish and safeguard democracy
- (u) we should be robust in standing up for peace, education, and equal opportunities; but be honest about our shortcomings – without being too explicit about how vulnerable we are to intergalactic attack.

Section B

Marks for questions 2 and 3 should be awarded in these bands.

Band	Marks	
1	33 - 40	An excellent response showing full understanding of the Sources, and of the issues, and of the possibilities and limitations of different approaches to the subject. Clear ability to inter-relate issues in different contexts. Confident range of knowledge and understanding, good use of appropriate terminology, relationships between relevant concepts and ideas established. Information from within and beyond the Sources is analysed critically. Arguments are well structured and balanced; facts and opinions and implicit and explicit values are clearly distinguished. Conclusions are valid and thoughtful. Expression is clear and logical with no errors of significance in style or grammar.
2	25 - 32	A good response showing understanding of the Sources and of the issues. Reasonable ability to inter-relate issues in different contexts. Sound range of knowledge and understanding and relationships between relevant concepts and ideas recognised. Some use of appropriate terminology. Some attempt is made to combine information from the Sources and from elsewhere, in an analysis that recognises a distinction between fact and opinion. Arguments are quite well structured and balanced. Sound appreciation is shown of values held on both sides. Conclusions mostly valid. Expression is reasonably clear and accurate, with few errors of style and grammar.
3	17 - 24	A competent, average response showing some understanding of the Sources, but one that is largely dependent on it. Some ability to inter-relate issues in different contexts. Reasonable range of knowledge and understanding displayed, though may be lacking in detail in places, particularly at the bottom end. Terminology may be rather general and integration of concepts and ideas not always effective. Evidence is moderately well marshalled in arguments that identify fact and opinion but that may lack structure and balance. An adequate attempt is made at an overall summary or conclusion that makes some reference to values held on both sides. Expression is reasonably clear and accurate, with some carelessness in style and grammar.
4	9 - 16	A limited response showing little understanding of the Sources or of the distinction between fact and opinion. Limited ability to inter-relate issues in different contexts. Satisfactory grasp of knowledge though understanding may be weak in places. Inconsistent use of terminology, and simplistic presentation of concepts and ideas. No other information is drawn on. Evidence is loosely marshalled in arguments that lack structure and balance. Only a limited attempt is made to summarise arguments or come to a conclusion. There is a lack of clarity, and some inaccuracy in style, expression and grammar.
5	1 - 8	A response that barely addresses the issues; that shows little or no understanding of the Sources. Little or no recognition of how issues in different contexts may be inter-related. Limited knowledge and understanding. No recognition of appropriate use of terminology, or integration of concepts and ideas. If there is other information it is of doubtful relevance. There is more assertion than argument, and no attempt is made at evaluation, summary, or conclusion. Clarity and accuracy are seriously impaired by significant errors in style, expression and grammar.
6	0	No response, or no relevant points.

2. Read sources B and C and answer the following question:

It is humans who have a ‘capacity for evil’ according to Source B, not robots. Can sport do anything to counteract this evil (Source C); or are sportspeople simply too human?

(40 marks)

Sport can counteract evil:

- (a) some sport is ritualised warfare – a safe substitute for armed hostility
- (b) it emphasises whom one is *for*, rather than whom one is *against*
- (c) personal aggressiveness is channelled harmlessly – indeed it is harnessed to praiseworthy ends
- (d) robots might be incapable of evil; but they are incapable of spiritual uplift, also, as in a great sports contest
- (e) sporting skill can transcend national and team allegiances; we can all recognise it for what it is
- (f) robots are mere extensions of ourselves; their capacity for ‘good’ or ‘evil’ is only our capacity automated
- (g) wars were halted during the Olympic Games in Ancient Greece
- (h) team-sports are social events; robots will never socialise
- (i) sport can be a vehicle for peace-building (e.g. in post-apartheid South Africa).

Sport cannot counteract evil:

- (n) sportspeople are no different from any other kind of people
- (o) sportspeople may be less reflective, more physical, than most; this may mean that they have more aggressiveness/evil to give vent to
- (p) sport as often gives rise to violence as it sublimates it
- (q) sport is no different from any other human activity; it can as well give rise to malign as to benign behaviour
- (r) sport is mere entertainment; it is absurd to think it can be a force for moral good
- (s) international treaties, peace-keeping forces, and aid programmes have done far more good than sport has ever done.

(40 marks)

3. **Read Sources D and E and answer the following question:**
How far do you believe that we should live for the moment, as Gary Steele does (Source D), and how far that we should store up ‘treasures’ for the future, as certain of our wealthy ancestors did (Source E).

We should ‘live for the moment’

- (a) businesses rise and fall so fast it’s as well to make hay while the sun shines
- (b) you are only young once
- (c) money loses its value over time, so you might as well spend it at its current value
- (d) it makes sense to see the world before the world is all alike thanks to globalisation
- (e) we all live on credit nowadays, and financial institutions thrive on it
- (f) as long as one keeps one’s skills updated, there will always be jobs for the versatile.

We should ‘store up treasures’

- (n) it is worth investing in what will last; most consumer-goods lose their value very quickly
- (o) we should all invest in a worthwhile pension; the state will not be able to provide more than a safety net
- (p) even holidays can pall if they’re not holidays from worthwhile, purposeful work that has long-term goals
- (q) we value the buildings and artifacts and gardens that we have inherited; we owe it to our descendants to pass them on, and to contribute to the legacy
- (r) there may be a time for hedonism – but the ‘moment’ passes; it is important to have moral-cultural resources to draw on later on in life
- (s) living for the moment is resource-intensive, and tends to accelerate global warming and other long-term environmental damage.

(40 marks)

Distribution of Assessment Objective marks

Question number		1	2/3	AO marks per unit
Assessment Objectives	1	11	11	22
	2	5	5	10
	3	14	14	28
	4	10	10	20
Total marks per question		40	40	80